

### LEGAL AND PROTECTIVE SERVICE CAREERS III

#### COURSE DESCRIPTION

In this course students will apply knowledge gained in Legal and Protective Service Careers I and II through the use of research exercises. American Psychological Association (APA) research guidelines, a professional standard, will provide the format basis. The course will call upon students to engage in a variety of professionally used information-gathering techniques, including conducting interviews, making observations at courthouses, researching, formulating, and evaluating statistical data through Place-Based Learning. The individual and group activities will help students develop problem-solving and teamwork skills in conjunction with development of academic skills.\* This program uses as its foundation work-place related experiences, students are expected to travel outside the classroom as part of their research-gathering activities that will provide more context, detail, and real-life activities. This course is designed for seniors in preparation for continuing education in the areas of legal and protective service careers.

\*Because of the strong academic emphasis in this course, legal and protective service career teachers may wish to collaborate with related academic teachers and provide integrated activities that support their instruction.

**Pre-requisites:** Legal and Protective Service Careers I and II

**Recommended Credits:** 2

**Recommended Grade Level:** 12

**LEGAL AND PROTECTIVE SERVICE CAREERS III  
STANDARDS**

- 1.0 Students will evaluate career opportunities and career paths within legal and protective service careers.
- 2.0 Students will research and develop an American Psychological Association (APA) style paper.
- 3.0 Students will conduct research on a topic of local legal and protective service career interest.
- 4.0 Students will gather information related to legal and protective service careers.
- 5.0 Students will apply knowledge of computer and Internet research skills.
- 6.0 Students will use current principles of safety while conducting research.
- 7.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and work place.

## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 1**

Students will evaluate career opportunities and career paths within legal and protective service careers.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine career advancement opportunities in various areas of legal and protective service careers.
- 1.2 Develop a plan for an entrepreneurial opportunity available in the legal and protective service career field.
- 1.3 Analyze human characteristics and personality types that support advancement in the legal and protective service career field.
- 1.4 Investigate post-secondary education and scholarship availability in the legal and protective service career field.
- 1.5 Research past industry trends to project future career opportunities.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1 Compares advancement opportunities within various legal and protective service careers.
- 1.2 Researches and develops a projection for business related to a legal and protective service career.
- 1.3 Profile human characteristics and personality types for various jobs in the legal and protective service career field.
- 1.4 Creates a chart to indicate availability of post-secondary education and scholarships in legal and protective service careers and related careers.
- 1.5 Creates a chart to indicate the movement of trends from past to future in career opportunities in the legal and protective service career field.

### **SAMPLE PERFORMANCE TASKS**

- Develop a chart to indicate advancements available in legal and protective service careers.
- Develop a mock business related to a legal and protective service career. Investigate the need for future protective service involving the Internet.
- Research and present information, including human characteristics and personality types, on key individuals in the legal and protective service career field.
- Design a chart to show past and future trends in the legal and protective service career field.
- Incorporate professional terminology into conversations during training activities.
- Profile student team members to indicate personality type for job selection and advancement in legal and protective service careers.

### **INTEGRATION LINKAGES**

Tennessee Careers, Co-operative Learning Experiences, Place-Based Learning, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 2**

Students will research and develop an American Psychological Association (APA) style paper.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Examine research methodology.
- 2.2 Compare and contrast American Psychological Association (APA) and Modern Language Association (MLA) research methods.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1 Prepares a paper analyzing research methods.
- 2.2 Prepares a paper outlining the two types of research methodology.

### **SAMPLE PERFORMANCE TASKS**

- Obtain American Psychological Association (APA) guide papers from Internet sources (William Borst).
- Obtain Modern Language Association (MLA) and American Psychological Association (APA) guides from library.

### **INTEGRATION LINKAGES**

Place-Based Learning, Chemistry, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy

## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 3**

Students will conduct research on a topic of local legal and protective service career interest.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Select and research an advanced legal and protective service career topic of interest.
- 3.2 Determine responsible agents and agencies that interact and influence legal and protective service career topics.
- 3.3 Interpret data related to a legal and protective service career topic in the student's field of interest.
- 3.4 Use data in reporting on a condition of interest in the student's legal and protective service career field.
- 3.5 Prepare a case study.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1.A Identifies a legal and protective service career topic for research.
- 3.1.B Determines the type of data needed.
- 3.1.C Gathers and incorporates statistical data on the selected research topic.
- 3.2 Examines the various legal and protective service career agencies associated with the selected research topic.
- 3.3A Determines the validity of information derived from different sources.
- 3.3.B Speculates on the meaning of data as it relates to the legal and protective service career topic.
- 3.4.A Analyzes data collected to draw conclusions about the topic.
- 3.4.B Determines situations in which various professionals in the field would use and interpret data as it relates to the selected topic.
- 3.5 Write a case study on a related legal and protective service topic.

### **SAMPLE PERFORMANCE TASKS**

- Explore available resources on a field trip to local library.
- Locate and appraise the validity of relevant legal and protective service career information on the Internet and in library resources.
- Investigate legal professional resources on a field trip in the area.
- Interact with computer department for assistance using the Internet.
- Prepare a professional-looking report, using word processing software that incorporates electronically submitted data.
- Submit research via Internet.
- View a video on statistics, *Nightline* with Ted Koppel, 20/20....

## **INTEGRATION LINKAGES**

Co-operative Learning Experiences, Place-Based Learning, Contemporary Issues, Advanced Math, Drama, Library Science, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Law Enforcement Academy, Tennessee Highway Patrol, Tennessee Sheriffs' Association

## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 4**

Students will gather information related to legal and protective service careers.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Prepare and deliver an oral presentation on a selected legal and protective service career.
- 4.2 Debate the relevance of a selected legal issue pertaining to legal and protective service careers.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1A Prepares and executes research presentation in a timely fashion.
- 4.1.B Demonstrates self-discipline by meeting established research time-lines.
- 4.1.C Demonstrates the use of multi-media presentation tools.
- 4.1.D Expresses thoughts and presents answers in a clear and concise manner.
- 4.1.E Responds to and answers questions appropriately.
- 4.2.A Debates another student in class on a selected, researched legal issue.
- 4.2.B Prepares and executes debate research presentation in a timely fashion.
- 4.2.C Demonstrates the use of presentation tools to make specific points.
- 4.2.D Demonstrates self-discipline in body language, voice tone, and presentation skills.
- 4.2.E Expresses thoughts and presents answers in a professional manner.

### **SAMPLE PERFORMANCE TASKS**

- Evaluate guest speakers.
- Use computer technology to produce presentation aids.
- Give a 5-minute presentation to the class on a researched legal topic or protective issue.
- Participates on a debate team, debating topics of interest to the legal and protective service career field.
- Participates in a mock trial, debating a case.

### **INTEGRATION LINKAGES**

Co-operative Learning Experiences, Drama, Debating Skills, Interpersonal Skills, Business Management, Library Skills, Leadership Skills, Place-Based Learning, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Law Enforcement Academy, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Highway Patrol, Tennessee Sheriffs' Association, Tennessee Bar Association



## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 5**

The student will apply knowledge of computer and Internet research skills.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Evaluate various computer operating systems and Internet locations needed for completing on-line research pertaining to legal and protective service careers.
- 5.2 Analyze Internet locations that assist students in adding a dimension of human politics to the classroom.
- 5.3 Research basic liability issues with respect to environmental liability and management.
- 5.4 Formulate ideas on new trends in the legal and protective service career field.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1.A Executes an on-line search for factual information on a legal issue.
- 5.1.B Executes an on-line search for factual information on a protective issue.
- 5.2.A Operates a computer in today's academic and work environment.
- 5.2.B Analyzes scenarios involving inept employees and irate citizens.
- 5.3 Presents a realistic picture of environmental issues pertaining to legal and protective service careers.
- 5.4 Compiles factual and non-factual information to determine approaching trends in legal and protective service careers.

### **SAMPLE PERFORMANCE TASKS**

- Construct a time-line chart indicating factual information on a particular issue.
- Develop a listing of concerns pertaining to protective service issues.
- Develop a panel of experts for discussion on environmental issues concerning legal and protective service careers.
- Present ideas on projected new trends in legal and protective service careers.

### **INTEGRATION LINKAGES**

Co-operative Learning Experiences, Place-Based Learning, U.S. History, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Law Enforcement Academy, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Highway Patrol, Tennessee Sheriffs' Association, Tennessee Bar Association, University Libraries

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## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 6**

Students will use current principles of safety while conducting research.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Evaluate laws regarding personal rights and interviewing, pictures or identifying issues.
- 6.2 Obtain permission to conduct interviews from a responsible person and/or agency.
- 6.3 Practice safe and responsible driving.
- 6.4 Identify potential safety issues in selected research topics including compromising positions.
- 6.5 Refrain from entering into any type activity or behavior that could place the student in a compromising position.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 6.1 Selects appropriate agency and uses procedures appropriate for the interview.
- 6.2 Appraises safety requirements and demonstrates their fulfillment.
- 6.3 Appraises and implements safety requirements.
- 6.4 Makes a conscious decision to follow safety practices concerning personal rights.
- 6.5 Portrays a professional attitude.

### **SAMPLE PERFORMANCE TASKS**

- Role-play interviews portraying various circumstances.
- Compile information gained in an interview.
- Maintain a safe and clean driving record.

### **INTEGRATION/LINKAGES**

Co-operative Learning Experiences, Place-Based Learning, Drama, Public Speaking, Drivers Education, Leadership Skills, Interpersonal Skills, Psychology, Sociology, Social Studies, Law, Criminal Science, Legal Systems, Computer Technology, Internet Navigation, Language Arts, Research and Writing Skills, Communication Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), SkillsUSA-VICA, Tennessee Law Enforcement Academy, Tennessee Bureau of Investigation, Federal Bureau of Investigation, Food and Drug Administration, Tennessee Highway Patrol, Tennessee Sheriffs' Association, Tennessee Bar Association

## **LEGAL AND PROTECTIVE SERVICE CAREERS III**

### **STANDARD 7**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Demonstrate dignity in work.
- 7.2 Evaluate school, community, and workplace situations by applying problem-solving and decision-making skills.
- 7.3 Demonstrate the ability to work professionally with others.
- 7.4 Participate in SkillsUSA-VICA as an integral part of classroom instruction.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 7.1 Demonstrates leadership skills through exhibiting characteristics of integrity and pride in work.
- 7.2A Demonstrates employability skills.
- 7.2B Analyzes situations in the workplace and uses problem-solving techniques to solve and create a desirable environment.
- 7.3 Participates in job shadowing in the legal and protective service career field.
- 7.4A Manages an officer or national voting delegate campaign with Tennessee SkillsUSA-VICA.
- 7.4B Conducts interviews with professionals in legal and protective service careers.

### **SAMPLE PERFORMANCE TASKS**

- Prepare a resume.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Attend a professional organization meeting such as, Chamber of Commerce meeting or Tennessee Sheriffs' Association.
- Participate in the American Spirit Award competition with SkillsUSA-VICA.
- Develop a plan of action for an officer candidate or national voting delegate.
- Participate in job shadowing or internship within legal and protective service careers.

### **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, Federal Bureau of Investigation, Tennessee Bureau of Investigation, Tennessee Highway Patrol, Food and Drug Administration, Tennessee Law Enforcement Academy

State Board of Education Approved  
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## **References and Resources:**

Text Books: Legal and Protective Service Career I

- Street Law, 6th Edition, West Publishing Company
- Street Law Handbook of Select Court cases
- Street Law Teacher's Guide
- Street Law Classroom Video
- Street Law Workbook
- Street Law Test Bank and CD ROM

Text Books: Legal and Protective Service Career II:

- Introduction to Legal and Protective Service career, 7th edition
- Senna and Segal
- West Publishing Company
- Introduction to Legal and Protective Service Career Test Bank and CD ROM
- Introduction to Legal and Protective Service Career Teacher's Guide

Text Books: Legal and Protective Service Career III:

- American Psychological Association Guide to Research
- Black's Law Dictionary, 6th Edition, West Publishing Company

Federal Jobs in Law Enforcement (ARCO)

Federal Bureau of Investigation (FBI)

Daily Newspapers

CNN (television and interactive web site)

Law Library (Internet daily case law updates)

History Channel

Discovery Channel

Video information:

Insight Media

2162 Broadway,

NY,NY 10024-0621

1-808-233-9910

Warner Bros. One Shots

PO Box 2385

Maple Plain, MN 55592-2385

1-800-358-8994

A&E Home Video

327 Holly Court

Williston, VT 05495

1-800-423-1212

PBS Direct

1320 Braddock Place

Alexandria, VA 22314

1-800-531-4727

## Legal and Protective Service Career Video Library

Category	Title	Worksheet	Length
Criminal Justice	1997 Federal Bureau of Investigation Recruitment Video	No	30m
Criminal Justice	<i>The Criminal Justice System in America</i>	Yes	59 m
Forensics	<i>American Justice: Framed</i>	Yes	50 m
Forensics	<i>Amer. Jus: Getting Away Murder</i>	Yes	50 m
Forensics	<i>Modern Marvels: Crime Scene</i>	Yes	50 m
Forensics	<i>Federal Bureau of Investigation Files: A Stranger in Town</i>	Yes	50 m
Forensics	<i>Forensic Detectives</i>	Yes	15 m
Forensics	<i>Case for Innocence (Forensics Deoxyribonucleic acid [DNA])</i>		
Prisons	<i>Behind Bars</i>	No	150 m
Prisons	<i>Alcatraz Prison</i>	Yes	50 m
Prisons	<i>Chain Gangs</i>	No	50m
Death Penalty	<i>Dr. Guillotine &amp; His Execution Machine</i>	No	50 m
Death Penalty	<i>Gary Gilmore/Death Penalty</i>	Yes	
Police Officer	<i>Federal Bureau of Investigation Academy</i>	Yes	50 m
Police Officer	<i>High-Speed Chases</i>	No	60 m
Police Officer	<i>History of Central Intelligence Agency/Aldrich Ames</i>	No	60 m
Police Officer	<i>Police</i>	No	100 m
Police Officer	<i>Railroad Police</i>	Yes	50 m
Police Officer	<i>School for Feds</i>	No	23 m
Police Officer	<i>Serpico</i>	Yes	60 m
Police Officer	<i>United States Secret Service; ABC's Behind Closed Doors with Joan Lunden</i>	Yes	45 m
Special Ops.	<i>Sting Operations</i>	No	50 m
Juvenile justice	<i>Youthful Offenders: Their Crimes, Their Sentences</i>	No	50m
	<i>Rebel Without A Cause</i>	No	90m
Drugs	<i>Ecstasy - Drug</i>		15 m
Criminal Justice History	<i>Tales of the Gun: History</i>	No	50m
Criminal Justice History	<i>Vigilantes: History</i>	No	50m
US Supreme Court	<i>Gideon's Trumpet</i>	No	70m
Courts	<i>12 Angry Men</i>	Yes	90m